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ABSTRACT

The results of three surveys conducted by the Alabama Junior College Library Association (AJCLA) in November 1988 are used as the basis for comparative analysis in this report on 25 public and private 2-year college libraries and the Association of College and Research Libraries (ACRL) qualitative and quantitative standards. Results indicate that, on the average, these libraries fall short of ACRL's guidelines for "good" library programs. Staffing in these libraries falls below the "good" levels for professional staff; in addition, librarians informally expressed their concern about the lack of professional development activities and professional associations. Collections meet the minimum guidelines for size, but do not reach the "good" level. The annual acquisition level for these libraries was determined to be 1.6% of the collection size, whereas the ACRL recommends a minimum acquisition level of 5%. Space requirements were determined to fall between "minimum" and "maximum" recommendations. Audiovisual equipment holdings were gauged to be below minimum standards. The report concludes by recommending that: (1) ACRL quantitative standards be compared with Southern Association for Colleges and Schools accreditation criteria; (2) a professional development program for AJCLA be designed to address specific weaknesses; and (3) an agenda be directed toward raising these schools to the ACRL "good" level. Six tables present comparisons of the data collected and the ACRL recommended levels. A summary of the statistical data from the surveys and questionnaires used for the opinion and general information surveys are appended. (SD)

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TWO-YEAR COLLEGE LIBRARIES IN ALABAMA:

A COMPARISON IN TERMS OF ACRL QUANTITATIVE AND QUALITATIVE GUIDELINES

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c. April 1989

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TWO-YEAR COLLEGE LIBRARIES IN ALABAMA: A COMPARISON IN TERMS OF ACRL QUANTITATIVE AND QUALITATIVE GUIDELINES

In November 1988, a series of surveys and questionnaires were distributed to the public and private two-year college libraries who participate in the Alabama Junior College Library Association (AJCLA). Data gathered through these surveys was intended for use in three ways: first, to provide a basis for a collective description of Alabama's two-year college libraries; secondly, to serve as a needs assessment for planning a statewide automation network; and, finally, to provide information for program planning in the AJCLA. As the intitial step for program planning in AJCLA, the purpose of this report is to use the collective description in a comparative analysis of the quantitative and qualitative guidelines of the Association of College and Research Libraries (ACRL).

QUANTITATIVE ANALYSIS

The first survey was designed to gather statistics in eight broad areas: holdings in print resources; holdings in non-print resources and equipment; number of personnel; library income and expenditures, annual circulation (in all formats); library instruction; net assignable square feet for library/media services, and miscellaneous information (such as hours of operation, network memberships, automation, etc.). The form was based on the Network of Alabama Academic Libraries Statistical Report form (1), with modifications for two-year college libraries, and designed to gather information for fiscal year 1987-1988.

Because of the "learning resources approach" in most two-year colleges, both traditional library and media programs were considered as one, so that one statistical survey was completed by each of the 23 participating

libraries. Only two of the existing two-year college libraries did not contribute data, making participation in the survey to be 92% of the eligible libraries. A total of 14 junior colleges, 1 technical college, 7 community colleges, and 1 upper division college participated in the survey. At the time the survey was distributed, there were two library programs being developed in technical colleges; in addition, there have been organizational changes occuring some of Alabama's two-year colleges that involve consolidations and introduction of library services where there formerly were none. Because of the state of flux in which these libraries and colleges exist, they were not included in the statistical survey. A listing of all participating college is included in Appendix D.

Two reports were generated from the survey: first, a full 35-page reporting with each participant's statistics and totals and averages in each category; secondly, a summary report of 5 pages with totals and averages was prepared (Appendix A).

The summary report serves as the basis for comparison of Alabama's two-year college libraries with the ACRL "Statement on Quantitative Standards for Two-Year Learning Resources Programs." Published in 1979, this statement is long overdue for revision; it remains, however, the current quantitative standards for two-year college libraries. Each of the categories is considered separately below. AJCLA figures are based on the averages recorded in each category and on a system-wide average FTE of 1475 for 1987-1988. (Note: This is taken from information provided by 20 of the participants; it includes private colleges and may not reflect the figures of the Alabama State Department of Post-Secondary Education). In the following tables, ACRL uses "M" to indicate minimum levels and "G" to indicate good levels of attainment in each category.

Professional and Support Staff

As indicated below, staffing in Alabama's two-year college libraries falls below the GOOD level for professional staff and below MINIMUM level for support staff. This confirms the results of the opinion survey (to be described below) in which 61% of the librarians who responded indicate that their library is not adequately staffed with professional librarians.

TABLE 1: STAFF

FTE Enrollment	Level	Professional Staff		Support Staff	
		ACRL	AJCLA*	ACRL	AJCLA
1000-3000	M	2	2.58	4	2.4
	G	4		10	

*AJCLA figures combine media and library personnel into one total for each column.

As discussed informally among librarians in many of the participating libraries, professional librarians often perform routine clerical and secretarial functions that make them unable to work more directly and more closely with students and faculty.

A related concern, expressed informally among two-year college librarians, is that they are often unable to participate in professional development activities or professional associations because there is no staff to remain in the libraries in their absences. Adequate staffing, then, can be expected to enable librarians to perform professional functions (such as working directly with students and faculty) and to participate in off-campus activities to improve their own capabilities and job performance.

A final observation on staffing is that the ACRL guidelines do not include staffing for branches, extension campuses, and the like; they recommend, however, that additional staff is needed "in proportion to the services rendered on each campus." This is particularly critical in Alabama now that the public two-year colleges are beginning to consolidate and offer library services in vocational/technical colleges on separate campuses.

Budgets

Because of variance in institutional budget practices, ACRL does not propose budget formulas. The Association, however, points out that a "fully developed" library program generally requires from 7 to 12 percent of the general educational budget for the institution; funds in addition to 7 to 12 percent are required to support new curricula or replacements.

TABLE 2: AJCLA AVERAGE LIBRARY EXPENDITURES FOR 1987-1988

Budget Category	Expenditures 1987-88
Books	$ 16,045
*Periodicals	10,103
*Microforms	4,044
**Materials & Supplies	4,196
Other Contractural Services	1,132
Binding	1,103
Instructional Equipment	3,673
Non-Instructional Equip. & Furniture	2,003
Travel, Education, & Prof. Dev.	507
Film Rental	108
Equipment Rental	159
Maintenance & Repairs	958
All Other Expenditures	5,967
TOTAL	$ 49,279

* Some libraries report Periodicals/Microforms, Instructional and Non-Instructional Equipment, and Film/Equipment Rental in the same category. ** This includes furniture and equipment (such as chairs or cassette players) that cost under $100.

While information was not available on the percentage of total college expenditures, self-study information from 1984 was available for the library with the largest reported expenditures. Even this college did not meet the 7-to-12% funding level for library programs. Consequently, an assumption can be made that other college libraries do not attain the recommended level of support.

Expenditures in AJCLA libraries for 1987-1988 averaged $167,383, with 71% of that amount going toward salaries. Average expenditures (for an individual college with an average FTE of 1475) are given in Table 2 above by budget category. Total expenditures range from a low of $14,684.00 to a high of $143,971 (exclusive of salaries). Expenditures at 14 colleges fall below the mean of $49,279 (exclusive of salaries), and the median expenditure is $43,520.

Primary funding for services in AJCLA libraries comes from institutional budgets (accounting for 90% of all income). Gifts or endowments offered a total of $7711 to 4 of the libraries (accounting for less than 1% of all income). One library received $300 from a contract, and non-federal grants brought in a total of $87,099 for 6 libraries (slightly over 2%); federal grants accounted for $89,759 for 4 libraries (slightly over 2%); and other sources accounted for $189,369 for 7 libraries (5%).

Collection Size

ACRL describes collection size in terms of "bibliographic unit equivalents" (BUEs), which consist of written, recorded, or other materials. As with staff, ACRL figures are given for a main campus only with the recommendation that collection size in multi-campus situations be proportionate to use. ACRL recommends that 70% of the total BUEs should be written materials and that all two-year college libraries should have BUEs in each of five categories (see Table 3 below). ACRL suggests that technical institutes with highly specialized

programs may meet only 60% of the BUE figures. However, even the technical college programs in Alabama, as they change curricula, will require not only highly specialized materials but also general collections to support general education curricula.

Table 3 indicates average collection size for AJCLA libraries and indicates that minimum guidelines are met; in fact, average collection size, in general, falls mid-way between minimal and GOOD levels for written and recorded materials. It should be noted, however, that there is wide variation in holdings, ranging from book holdings of 3,233 to 84,855 volumes. The median collection size is 37,333 and fifteen libraries fall below the mean of 40,853 volumes of books. AJCLA averages fall in the GOOD range for non-print, or recorded, materials (as a total). However, informal comments by librarians indicate that some materials are outdated and no longer current. In the opinion survey, 57% of the AJCLA librarians indicated that their libraries do not provide an adequate book collection; 59% indicated that their libraries do not provide an adequate current and retrospective collection of periodicals; and 66% indicated that their libraries do not provide an adequate collection of audiovisuals. Although the MINIMUM level is exceeded, there is definite indication that efforts should be made to bring collection levels up to the GOOD range.

TABLE 3: COLLECTION SIZE

FTE	ACRL Minimum Level	ACRL Good Level	AJCLA Averages
Written Materials			
Periodical Subscriptions	300	500	296
Other Written Materials	30,000	50,000	40,853
Recorded Materials			
Motion Pictures & Videotapes	125	350	
Other Recorded Materials	1,350	3,200	3,200*
Other Materials	350	1,200	*
BUE Collection Size Totals	32,125	55,250	44,469

*Only the total of all AV media types is given for AJCLA.

Annual Acquisitions

ACRL recommends that 5% of the collection size should be the minimum acquisition level for each Learning Resources Program, not including replacements or materials to support new courses or curricula (which should be in addition to the 5%). If the AJCLA average collection size of books, for example, is 40,853, then 2,043 volumes constitute 5%. If $25 is used as the average cost per book, only 642 new volumes can be purchased with the average annual book budget in Alabama's two-year college libraries. Instead of 5%, then, the greatest addition that Alabama's two-year college libraries can add, using the entire book budget, is 1.6%, which falls far short of ACRL recommendations and does not reflect acquisitions for new programs or replacements.

Space Requirements

ACRL recommendations for space requirements are based only on general library and media service areas (excluding facilities for individualized instruction, office areas, conference rooms, maintenance areas, etc.). For FTE of 1,667 (based on an ACRL formula), ACRL recommends a minimum of 7,500 square feet for print services and materials, 5,000 square feet for AV services and materials, and 750 square feet for related instructional services, bringing the total to 15,000 square feet. Maximum requirements, respectively, are 9,250, 6,750, 950, and a total of 19,050 square feet. AJCLA libraries average 16,731 square feet for main library facilities, falling almost midway between MINIMUM and MAXIMUM recommendations. Again, there is wide variance in space allocations for library and media services in Alabama's two-year college libraries (from a low of 1,600 square feet to a high of 35,367 square feet). 57% of the AJCLA librarians indicate that, in their opinion, library space is inadequate to meet the needs of their colleges.

Equipment for Distribution

Circulation data on specific types of AV equipment was not gathered and cannot be compared to ACRL guidelines. In general, however, AJCLA averages 107 pieces of equipment per library with an annual AV circulation of 1057. It is important to note, however, that there are a number of problems, associated with circulation statistics for audiovisual resources and equipment use, which qualify any comparative analysis. However, AJCLA's average AV equipment holdings fall below even the minimum levels in all but one of the ACRL categories and is only one item above minimum in that category. A comparison of selected equipment categories is given in Table 5 below. This finding reflects opinion survey results that 51% of the AJCLA librarians do not think their libraries have adequate AV equipment to meet student and faculty needs. In addition, some librarians commented that they "counted even the broken equipment" for the survey.

The lack of good, working audiovisual equipment is of particular importance for those colleges that are beginning to offer library services to vocational-technical colleges (because these programs, according to informal discussion, generally use non-print resources more frequently than any other type of library resource).

TABLE 5: EQUIPMENT FOR DISTRIBUTION

	ACRL Recommendations for 101-1000 uses	AJCLA Equipment Averages (average annual use = 1057)
16mm projectors	10-24	7
Slide projectors	25-49	11
VC players	10-24	11
Audiocassettes	50-99	19
Record players	10-24	7

Production

Data was not gathered on production capabilities and therefore cannot be analyzed. Consequently, this area deserves attention in later studies by AJCLA and consideration should be given to capabilities to produce instructional resources (primarily non-print) on at least some two-year college campuses. This is one area in which sharing of expertise might be of statewide benefit.

QUALITATIVE ANALYSIS

Two other simple surveys were conducted at the November 1988 meeting of AJCLA to determine opinions of AJCLA librarians on nine selected issues (most have already been commented upon above) and to gather additional descriptive information on library practices and policies, college administration and organization, library instruction, professional development, computer and tutorial centers, academic freedom, and other miscellaneous information. Forty-one librarians (36% of all two-year college librarians in Alabama) participated in the opinion survey, and one form for each of the twenty-five libraries was obtained for the second survey (see Appendices B and C).

Participants were asked to give written opinions and answers to the following questions:

1. What do you think are the problems faced by two-year college libraries?
2. Of the ones you have listed, which is the MOST IMPORTANT one?
3. In what ways do you think the Alabama College System [i.e., the Alabama State Department of Post-Secondary Education] can help individual libraries deal with these problems?

The overwhelming response to the first question is that funding in all areas (for resources, personnel, facilities, and automation) is inadequate. One librarian points out that "enhancement funds" are used in many colleges as

the only funding for libraries at the local level (2). Another librarian reports that a lack of yearly funding in some colleges makes long-range planning and provision of current resources impossible.

Lack of adequate numbers of professional and clerical personnel is also cited by many librarians as a major problem. While this is obviously related to lack of funding, it also reflects inadequate attention to the instructional nature of the library program and its need for professional direction.

In fact, a number of librarians specifically comment that they find local administrative support for library programs to be inadequate and inconsistent. In many cases, the library is not "considered a vital part of the school's instructional program," to quote one of the librarians, and this is exhibited in poor budgets and inadequate staffing.

In response to the third question above, the most frequent answer is that the Alabama College System (or Department of Post-Secondary Education) can inform and lobby the state legislature for better funding for two-year college libraries. Other suggestions include provision of a specialist in grant-writing at the system level on whom all two-year college librarians can call in efforts to secure federal and foundation funding, as well as a consultant/coordinator for library programs at the system level to centralize information on library trends and needs throughout the state and to develop better means of sharing resources. Finally, additional funding for professional development, particularly to finance librarians' participation in regional and national conferences, is suggested.

In addition to the opinion survey, a general information survey was also conducted at the November 1988 meeting (with some follow-up by mail). Each of the 25 AJCLA member libraries participated in this survey, which is included in Appendix C.

Although the survey is designed to gather general information and to indicate areas of concern for the association, selective comparisons can be made with the ACRL "Guidelines for Two-Year College Learning Resources Programs" (revised 1982), the current qualitative standards.

Six of the 25 AJCLA participants indicate that their libraries have no written selection policy for print materials. Twelve, or almost one-half, indicate that there is no written selection policy for non-print materials. ACRL states that a written statement on selection criteria (for all formats) has "an important and pervasive effect upon the instructional program and [library] services" (ACRL guidelines IV.D.1.2.).

In related questions, AJCLA librarians are asked if their libraries have written policies and procedures to follow in the event of censorship attacks. Over one-half (14 of 25) responded "no." According to ACRL, selection of materials should reflect "all sides of controversial issues" and policies should include an endorsement of the American Library Association's position on censorship. This position, advanced by the Intellectual Freedom Round Table, calls for written procedures and guidelines that clearly delineate steps to be taken during any inquiry. The purpose of this policy is to provide protection for the library and its parent institution within a rational framework for dealing with emotional issues. One of the 25 AJCLA participants indicates that their library has been involved in a censorship attack within the last five years.

A number of questions regarding organization and administration were asked of each AJCLA library. Some of these dealt with participation of the chief librarian in college governance. Twenty chief librarians do, according to survey results, have division or department chairperson status on a level equal to other division or department chairpersons within their colleges; only 18

participants, however, indicate that chief librarians participate in campus governance at the same level as other chairpersons. ACRL recommends that, because "provision of learning materials is central to the academic program," the professional library staff must be "involved in all levels of academic planning," with the chief library administrator working closely with other chief administrators and all professional librarians participating "in faculty affairs to the same extent as other faculty" (ACRL guidelines II.A.b.). As recommended by ACRL, all librarians in all 25 AJCLA libraries serve on faculty committees.

In 23 AJCLA libraries, there are written job descriptions for librarians and media professionals; in 20 of these libraries, there are written job descriptions for support staff. ACRL recommends that each professional and support staff member be provided with a "position description" with duties, responsibilities, and lines of authority clearly indicated (ACRL guidelines II.E.).

Only 15 AJCLA libraries indicate through the survey that they have formal reciprocal agreements with other area libraries. This leaves 40% (10 libraries) with no formal arrangements. ACRL recommends that cooperative arrangements be established "to provide the best possible services to students and faculty" and states that "close relationships" with other educational institutions are "essential" (ACRL guidelines VI.A. and B.).

The broadest remaining area of qualitative comparison is professional development. ACRL guidelines indicate that "professional development is the responsibility of both the institution and the professional staff member." The institution, says ACRL, "is expected to encourage and support professional development," by providing consultants, by providing funding for travel to professional programs and meetings, and by making special arrangements so that

officers or committee members can participate in state and national programs (ACRL guidelines IV.A.7.).

While the majority of AJCLA participants (21 of 25) indicate that professional librarians on their campuses have professional development opportunities in addition to those provided by the Alabama College System (3) less than one-half (11 of 25) indicate that similar opportunities are provided for support staff. Table 6 below summarizes attendance by librarians at major library (ALA/American Library Association) and media (AECT/Association of Educational and Communications Technology) conferences as well as at local conferences (within the last two years), institutional memberships, and subscriptions to three major library periodicals.

TABLE 6: PROFESSIONAL DEVELOPMENT--MEETINGS, MEMBERSHIPS, & SUBSCRIPTIONS

Category	YES Responses	No Responses
Attended ALA	7	18
Attended AECT	3	22
Attended Ala.Lib.Assoc.	11	14
Attended LAMP workshops	7	18
Participated in regional or national programs as speaker, committee member, officer, etc.	8	17
Institutional membership ALA	9	16
Institutional membership AECT	1	24
Institutional membership Ala.LA	10	15
Institutional membership SELA	1	24
American Libraries subscription	12	13
Library Journal subscription	20	5
College & Res. Libs. subs.	13	12

In informal discussion, librarians relate their failure to participate in national conferences and organizations to lack of funding and lack of personnel. These findings reflect opinion survey results in which 71% of the AJCLA participants indicate that they consider opportunities and funding for professional development activities to be inadequate. The average expenditure for professional development for 1987-88 was $507 per library, barely enough to cover annual expenses involved in participating in Alabama College Association meetings.

Other results regarding institutional memberships and subscriptions to professional library periodicals indicate that these items do not have a high priority in some AJCLA libraries. Less than one-half of the AJCLA libraries hold institutional memberships in ALA and about one-half carry subscriptions to American Libraries, the principal journal of ALA. Some cause for failure to maintain professional memberships and subscriptions can be attributed to funding restrictions; some cause can be attributed to the low priority librarians themselves assign to professional memberships and subscriptions.

CONCLUSIONS

A comparison of Alabama's two-year college library programs to ACRL quantitative and qualitative standards points to a number of areas of concern. First, weak funding for acquisitions are reflected in minimal book collections and inability to purchase current titles at the level that is needed; current levels of funding also fail to provide for purchases for new programs. Weak funding also affects the number and types of services that can be offered with inadequate staffing and affects the quality of staff who are not able to participate in national professional associations and conferences. At the same time, there are clearly some areas that are not related to funding that need to

be addressed: written selection criteria, censorship procedures, participation in campus governance, reciprocal agreements, and professional priorities. According to the opinion survey, 88% of the AJCLA participants support the development of statewide standards for two-year college libraries; and 95% support the development of system-wide solutions to problems in two-year college libraries. Consequently, the following possibilities are suggested:

1. That a survey specifically focused on ACRL and criteria for accreditation with the Southern Association of Colleges and Schools (SACS) will be useful in determining further strengths and weaknesses of two-year college libraries in Alabama;

2. That a statewide professional development agenda that addresses ACRL and SACS guidelines might assist two-year college librarians in upgrading local practices;

3. That a statewide agenda to alleviate quantitative weaknesses in Alabama's two-year college libraries might be used to upgrade all levels from MINIMUM to GOOD.

At both system and local levels, libraries must begin to work toward improving services, resources, and facilities to better serve the students in the two-year colleges in Alabama.

NOTES

(1) The Network of Alabama Academic Libraries (NAALS) operates under the direction of Sue Medina of the Alabama Commission on Higher Education.

(2) "Library enhancement funds" are allocated by the state legislature each year to each public two-year college on the basis of FTE. It is intended as a supplement to institutional expenditures for library services.

(3) Two-day meetings are scheduled each year for the annual convention of the Alabama College Asociation (ACA), the state's professional association for two-year colleges (including junior, technical, community, and upper division colleges). AJCLA holds its annual business meeting during the convention and serves as the "interest group" for learning resources personnel within the ACA.

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APPENDIX A: STATISTICAL SURVEY

AJCLA STATISTICAL SURVEY 1988/SUMMARY

Twenty-three two-year college libraries provided information for this survey, which is based (unless otherwise noted) on academic year 1987-88. No information was available from Northwest State Junior College (which is currently in transition) or from Wallace State Community College/Hanceville.

Not all of the participating libraries reported figures in each of the categories. Averages are based on the total number of those who did report.

In many cases, libraries did not maintain statistics in the form in which they were asked to reply. Consequently, in these cases, some categories include combined totals.

Category	Total	Average
FTE Enrollment/Fall Quarter 1988	29,501.74	1,475
Number of volumes of books (excluding micro)	939,436	40,845
Number of titles of books (excluding micro)	719,959	32,725
Number of volumes of books in microform	676	29
Number of titles of books in microform	676	29
Total number of volumes of books	939,612	40,853
Number of periodical subscriptions	5,384	234
Number of titles of period.subscriptions	5,296	230
Number of microform subscriptions	2,560	111
Number of titles of microform subscriptions	1,523	66
Total number of titles of period. subs.	6,819	296
Total number of volumes of serials	112,681	5,122
Number of government documents	126,259	5,490
Number of microform government documents	172,636	7,506
Total number of titles of government docs.	86,992	3,782 (5 libs.)
Total number of volumes of government docs.	298,895	12,995
Number of audiodiscs	21,483	934
Number of audiotapes	7,397	322
Number of filmstrips	11,335	493
Number of mixed media sets	3,287	149
Number of slide sets	14,968	651
Number of transparency sets	4,483	195
Number of videodisks	97	4
Number of videocassettes	5,532	241
Number of compact disks	0	0

Number of maps	644	29
Number of charts	1,428	62
Number of flat pictures	761	35
Number of globes	26	1
Number of study print sets	24	1
Number of photographic prints	1,710	74
Number of art objects	123	5
Number of realia	47	2
Number of computer diskettes	11	--
Number of motion pictures (also included below in "other")	2,574	112
Total audiovisual materials	76,349	3,320
Number of slide projectors	264	11
Number of filmstrip projectors	328	14
Number of overhead projectors	253	11
Number of record players	154	7
Number of 16mm projectors	161	7
Number of personal computers	62	3
Number of VHS videorecorders	117	5
Number of VHS videoplayers	32	1
Number of U-matic/Beta videorecorders	42	2
Number of U-matic/Beta videoplayers	77	3
Number of video cameras	50	2
Number of cassette duplicators	23	1
Number of cassette player/recorders	436	19
Number of opaque projectors	54	2
Number of compact disk players	1	--
Number of videodisk players	2	--
Number of videoprojectors	24	1
Number of other instructional equipment	391	19
Total number of instructional equipment	2,471	107
Number of microform readers	108	5
Number of microform printers	40	2
Total of all microform equipment	148	6
Number of chief librarians	24.33	1.06
Number of all other professional librarians	28.00	1.22
Number of all other media professionals	7.00	.30
Number of technical/clerical/support staff	55.20	2.4
Total library/media personnel	114.53	4.98
Number of hours of student assistance	1,687	73
FTE of community or other volunteers	2.37	--
Institutional Income/all categories		
FY 85-86	$3,217,180	$153,100
FY 86-87	3,079,460	146,641
FY 87-88	3,305,991	157,428

Income from Gifts (4 libs.)		
FY 85-86	5,841	278
FY 86-87	6,582	299
FY 87-88	7,711	351
Income from Contracts (1 lib.)		
FY 87-88 only	300	--
Income from Grants (5 libs.)		
FY 85-86	72,864	3,312
FY 86-87	77,573	3,526
FY 87-88	87,099	3,959
Income from Federal funds		
FY 85-86	113,936	5,179
FY 86-87	96,649	4,494
FY 87-88	89,759	4,080
Total income from other sources		
FY 85-86	53,420	2,544
FY 86-87	51,013	2,429
FY 87-88	189,369	8,608
Total income from all sources		
FY 85-86	3,463,241	150,576
FY 86-87	3,311,277	143,969
FY 87-88	3,680,229	160,010
Library/media expenditures FY 87-88		
Personnel	2,716,388	118,104
Books	369,043	16,045
Periodicals	232,377	10,103
Microforms	80,877	4,044
Materials & supplies	96,509	4,196
Other contractural services	24,908	1,132
Binding	24,263	1,103
Instructional equipment	84,477	3,673
Furniture & non-instructional equipment	44,058	2,003
Travel, education, & professional development	11,658	507
Film rental	2,484	108
Equipment rental	3,495	159
Maintenance & repairs	22,026	958
All other expenditures	137,249	5,967
Total, EXCLUDING PERSONNEL	1,133,424	49,279
Circulation		
Books	188,266	8,185
Periodicals	42,504	1,848
AV software	24,320	1,057
AV equipment	10,198	486
Reserve items	20,859	1,043
Total of all categories	286,147	12,441

Interlibrary loan transactions		
Originals loaned	216	10
Photocopies sent	230	11
Originals borrowed	537	24
Photocopies received	305	15
Total number of ILL transactions	1,288	56
Number of library orientation classes/ sessions/presentations	914	42
Number of hours library is open weekly	1,438.5	62.5
Number of days/week library is open	120.5	5.2
Number of hrs.lib. is open weekly/Sum.Qtr.	1,340.5	58.3
Number of photocopiers in library	32	1
Net assignable square feet in library/media facilities		
Main library	324,621	16,231
Branch libraries, off-campus sites, etc.	22,970	4,594
Total	347,591	17,380
Seating capacity in main library		
Reading room	4,226	184
AV facilities	1,374	65
TOTAL	5,600	243
Seating capacity in branches, etc.		
Reading room	265	44
AV facilities	114	19
TOTAL	379	63

Number of library functions currently automated	
Circulation	11
Catalog	4
Acquisitions	2
Reserve	0
Overdues	2

Automation software in use	Automation hardware in use
PFS File (1)	IBM/PC/XT (2)
Appleworks (1)	Apple IIe (1)
DBase (1)	
CLSI LIB 100	DEC, PDP, 11/44 and 11/88 Burroughs mainframe
Columbia Library Systems (2)	386 with 2 hard disk drives with IBM/PC workstations
In-house (2)	
Biblofile	IBM

Number of pieces of automation equipment	
Public catalog terminals	5
Circulation terminals	13

Networks memberships:

SAMS (3)
Alabama Library Exchange (4)
Library Management Network (2)
Regional Medial Library Network (1)
Novell (1)
Tuscaloosa Health Science Library Association

OCLC/SOLINET (2)

APPENDIX B: OPINION SURVEY

ALABAMA JUNIOR COLLEGE LIBRARY ASSOCIATION OPINION SURVEY/ NOVEMBER 1988
41 Total Participants

1. In your opinion, is your library adequately staffed with professional librarians?

39% YES 61% NO

2. In your opinion, does your library provide a book collection adequate to meet the needs of students and faculty on your campus?

43% YES 57% NO

3. In your opinion, does your library provide a periodical collection (both current and retrospective) adequate to meet the needs of students and faculty on your campus?

41% YES 59% NO

4. In your opinion, does your library provide an audiovisual collection adequate to meet the needs of students and faculty on your campus?

34% YES 66% NO

5. In your opinion, does your library provide audiovisual equipment adequate to meet the needs of students and faculty on your campus?

49% YES 51% NO

6. In your opinion, does your library have adequate space to offer the resources and programs necessary to students and faculty on your campus?

43% YES 57% NO

7. In your opinion, should the AJCLA develop standards for two-year college libraries in Alabama (within existing guidelines for two-year college libraries)?

88% YES 12% NO

8. In your opinion, should the AJCLA work to develop group solutions to problems in two-year colleges in Alabama?

95% YES 5% NO

9. In your opinion does your college provide adequate opportunities and funding for professional development of the professional library staff?

29% YES 71% NO

APPENDIX C: GENERAL INFORMATION SURVEY

25 total responses

ALABAMA JUNIOR COLLEGE LIBRARY ASSOCIATION
GENERAL INFORMATION SURVEY/NOVEMBER 1988

LIBRARY POLICIES AND PRACTICES

1. Are books in your library cataloged by (1) Dewey or (2) Library of Congress?

   15 DEWEY — 10 LC

2. Are audiovisuals cataloged? (1) Yes or (2) No?

   21 YES — 4 NO

3. If yes, are they cataloged by (1) Dewey or LC (like books) or (2) Local system?

   13 DEWEY or LC — 12 LOCAL

4. Are periodicals cataloged? (1) Yes or (2) No?

   3 YES — 22 NO

5. If yes, are they cataloged by (1) Dewey or LC (like books) or (2) Local system?

   2 DEWEY — 23 LOCAL

6. If they are not cataloged, are they arranged alphabetically by title? (1) Yes or (2) No?

   21 ALPHABETICALLY BY TITLE — 4 NOT

7. Is your library currently converting from Dewey to LC classification? (1) Yes or (2) No?

   1 YES — 24 NO

8. Is there a written selection policy for print materials? (1) Yes or (2) No?

   19 YES — 6 NO

9. Is there a written selection policy for non-print materials? (1) Yes or (2) No?

   13 YES — 12 NO

10. Are there written job descriptions for all librarians (professional/faculty)? (1) Yes or (2) No?

23 YES 2 NO

11. Are there written job descriptions for all support staff (non-professional/clerical)? (1) Yes or (2) No?

20 YES 5 NO

12. Is there a written long-range plan for library services? (1) Yes or (2) No?

12 YES 13 NO

13. Is there a written evaluation plan for library services? (1) Yes or (2) No?

12 YES 13 NO

COLLEGE ADMINISTRATION AND ORGANIZATION

14. Does the chief librarian (director, head, etc.) have Division/Department Chairperson status on par with other academic divisions of the college? (1) Yes or (2) No?

20 YES 5 NO

15. Does he/she participate in campus governance in the same way as other Division/Department Chairpersons? (1) Yes or (2) No?

18 YES 7 NO

16. Does he/she receive the $100/month supplement as "head librarian?" (1) Yes or (2) No?

17 YES 8 NO

17. Do librarians (faculty) participate on campus committees? (1) Yes or (2) No?

25 YES 0 NO

18. Do librarians sponsor student organizations? If not currently, have they in the past or do they have the possibility of doing so? (1) Yes or (2) No?

18 YES 7 NO

19. Does the chief librarian administer state library enhancement funds on your campus? (1) Yes or (2) No?

21 YES 4 NO

LIBRARY INSTRUCTION

20. Does your library offer library instruction? (1) Formally, through a separate course or as part of a course or (2) Informally, through orientation presentations?

13 FORMALLY 12 INFORMALLY

21. If formally, is it a separate credit-bearing course? (1) Yes or (2) No?

6 YES

22. Did you or your librarians have input to developing the course description for LS101 (Library Science) in the Alabama Course Directory? (1) Yes or (2) No?

2 YES 23 NO

23. Do you think the course description for LS101 in the Alabama Course Directory is appropriate for library instruction at your college? (1) Yes or (2) No?

15 YES 10 NO

PROFESSIONAL DEVELOPMENT

24. Does library faculty engage in professional development (outside of the programs provided by the Alabama College System)? (1) Yes or (2) No?

21 YES 4 NO

25. Does library support staff engage in professional development (outside of the programs provided by the Alabama College System)? (1) Yes or (2) No?

11 YES 14 NO

26. Has anyone in your library attended the ALA national conference in the last two years? (1) Yes or (2) No?

7 YES 18 NO

27. If so, was funding provided by the (1) college or (2) personally?

4 YES

28. Has anyone in your library attended the AECT national conference in the last two years? (1) Yes or (2) No?

3 YES 22 NO

29. If so, was funding provided by the (1) college or (2) personally?

3 COLLEGE

30. Has anyone in your library attended the Alabama Library Association conference in the last two years? (1) Yes or (2) No?

11 YES 14 NO

31. Has anyone in your library attended the LAMP workshops in the last two years? (1) Yes or (2) No?

7 YES 18 NO

32. Has anyone in your library participated as an officer, speaker, or committee member on the regional or national level within the last two years? (1) Yes or (2) No?

8 YES 17 NO

33. Does your library have institutional membership in ALA? (1) Yes or (2) No?

9 YES 16 NO

34. Does your library have institutional membership in AECT? (1) Yes or (2) No?

1 YES 24 NO

35. Does your library have institutional membership in Alabama Library Association? (1) Yes or (2) No?

10 YES 15 NO

36. Does your library have institutional membership in AJCLA? (1) Yes or (2) No?

14 YES 11 NO

37. Does your library have institutional membership in Southeastern Library Association? (1) Yes or (2) No?

1 YES 24 NO

38. Does your library subscribe to American Libraries (with or without an ALA membership)? (1) Yes or (2) No?

12 YES 13 NO

39. Does your library subscribe to Library Journal? (1) Yes or (2) No?

20 YES 5 NO

40. Does your library subscribe to College & Research Libraries (with or without ALA membership)? (1) Yes or (2) No?

13 YES 12 NO

COMPUTER AND TUTORIAL CENTERS

41. Is there a computer center located inside your library? (1) Yes or (2) No?

6 YES 19 NO

42. If yes, is it administered by the library? (1) Yes or (2) No?

4 YES 21 NO

43. Is there a tutorial center located inside your library? (1) Yes or (2) No?

3 YES 23 NO

44. If yes, is it administered by the library? (1) Yes or (2) No?

2 YES 23 NO

45. Does your library provide microcomputers for student or faculty use (but not as part of a separate computer center)? (1) Yes or (2) No?

4 YES 21 NO

ACADEMIC FREEDOM

46. Does your library have written procedures to follow in the event of censorship attacks? (1) Yes or (2) No?

11 YES 14 NO

47. Does your library regard circulation records (that identify individuals who borrow library materials) as confidential? (1) Yes or (2) No?

19 YES 6 NO

48. Have there been censorship attacks at your library within the last five years? (1) Yes or (2) No?

1 YES 24 NO

MISCELLANEOUS INFORMATION

49. Does your library have formal reciprocal agreements with other libraries in your area? (1) Yes or (2) No?

15 YES 14 NO

50. Is your college currently in the process of building a new facility specifically for library use? (1) Yes or (2) No?

2 YES 23 NO

51. Are any of your library records in partial MARC Format? (1) Yes or (2) No?

8 YES 17 NO

52. Are any of your library records in full MARC Format? (1) Yes or (2) No?

11 YES 14 NO

APPENDIX D: PARTICIPATING LIBRARIES

PARTICIPATING LIBRARIES

Alabama Aviation & Technical College
Ozark, AL

Alexander City State Junior College
Alexander City, AL

Athens College (offers junior and senior level courses only)
Athens, AL

Brewer State Junior College
Fayette, AL

Chattahoochee Valley State Community Collge
Phenix City, AL

Drake State Technical College (Statistical data not included because of changing
Huntsville, AL situation)

Enterprise State Junior College
Enterprise, AL

Gadsden State Community College
Gadsden, AL

George C. Wallace State Community College
Dothan, AL

George C. Wallace State Community College (Submitted no information)
Hanceville, AL

George C. Wallace State Community College
Selma, AL

James H. Faulkner State Junior College
Bay Minette, AL

Jefferson Davis State Junior College
Brewton, AL

Jefferson State Junior College
Birmingham, AL

John C. Calhoun State Community College
Decatur, AL

Lawson State Community College
Birmingham, AL

Lurleen B. Wallace State Junior College
Andalusia, AL

Marion Military Institute (Private college)
Marion, AL

Muscle Shoals State Technical College (Statistical data not included because of changing situation)
Muscle Shoals, AL

Northeast Alabama State Junior College
Rainsville, AL

Northwest Alabama State Junior College (Statistical data not included because of changing situation)
Phil Campbell, AL

Patrick Henry State Junior College
Monroeville, AL

S.D. Bishop State Junior College
Mobile, AL

Shelton State Community College
Tuscaloosa, AL

Snead State Junior College
Boaz, AL

Southern Union State Junior College
Wadley, AL

Walker College (Private College)
Jasper, AL